



Comprehensive Needs Assessment 2026 - 2027 School Report



Walton County
Walnut Grove Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Dr. Ken Cline
Team Member # 2	Assistant Principal	Haley Herrick
Team Member # 3	Specials Teacher/STEM Coordinator	Misty Stolarik
Team Member # 4	1st Grade Teacher/Grade Chair	Bernnadette Roberts
Team Member # 5	2nd Grade Teacher/Grade Chair	Lisa Lazich
Team Member # 6	3rd Grade Teacher/Grade Chair	Lauren Ballard
Team Member # 7	4th Grade Teacher/Grade Chair	Beth Joines

Additional Leadership Team

	Position/Role	Name
Team Member # 1	K Leadership Team Representative	Lydia Squires
Team Member # 2	5th Grade Leadership Team Representative	Lisa Allgood
Team Member # 3	Counselor	Jason Baird
Team Member # 4		
Team Member # 5		
Team Member # 6		
Team Member # 7		
Team Member # 8		
Team Member # 9		
Team Member # 10		

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Principal	Dr. Ken Cline
Stakeholder # 2	Assistant Principal	Haley Herrick
Stakeholder # 3	Specials Teacher/STEM Coordinator	Misty Stolarik
Stakeholder # 4	PBIS Coach	Jim Kitchens
Stakeholder # 5	PBIS Tier II Coach/Counselor	Jason Baird
Stakeholder # 6	SPED Teacher	Laurie Davis
Stakeholder # 7	Gifted Teacher	Kim Cliatt
Stakeholder # 8		

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders at Walnut Grove Elementary School engaged in a systematic review of multiple data sources to identify school wide needs and inform the School Improvement Plan for the 2026-2027 school year. The Comprehensive Needs Assessment (CNA) process was collaborative and included broad stakeholder participation. Grade-level teams participated in CNA data review sessions during WGES Professional Learning in May of 2026. During these sessions, staff reviewed school wide data, identified strengths and areas for growth, and contributed to shared improvement priorities. Additionally, the Leadership Team reconvened during Post-Planning in May of 2026, to synthesize findings and finalize priorities based on feedback from across the school community. As part of the CNA process, stakeholders examined a variety of data sources, including: ● CCRPI data ● MAP assessment data ● Behavior data ● Classroom teacher input ● Attendance and demographic data ● School-administered parent, student, and staff STEM surveys ● STEM data ● Teacher data sheets This comprehensive analysis allowed the school community to identify trends, celebrate areas of success, and pinpoint critical opportunities for growth. The result is a data-informed foundation for the School Improvement Plan, aligned to the unique needs of the Walnut Grove
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	Elementary School.
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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	✓
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	✓
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	✓
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	✓
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	✓
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	✓
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	✓
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	✓
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	✓
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	✓
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	✓
3. Emerging	Professional learning needs are identified using limited sources of data.	
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	✓
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	✓
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	✓
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS).

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6 and 2.7) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	✓
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	✓
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	✓
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	✓
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	✓
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	School Improvement Planning Needs Assessment Input Collected from Staff; STEM parent, student and staff surveys; GA Health Student Survey; GA Parent Survey; GA Teacher Survey; GA Personnel Survey; Principal Survey; Assistant Principal Survey; School Improvement Planning Needs Assessment Data Collected from Leadership Team
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	Perception data collected from the School Improvement Planning Needs Assessment completed by staff, STEM parent, student, and staff surveys, the Georgia Student Health Survey, Georgia Parent Survey, Georgia Teacher Survey, Georgia Personnel Survey, Principal Survey, Assistant Principal Survey, and leadership team needs assessment provided valuable insight into stakeholder beliefs, attitudes, experiences, and confidence levels related to school improvement efforts. Across multiple stakeholder groups, responses reflected positive perceptions of school climate, student safety, leadership effectiveness, communication, and academic programming. Stakeholders generally reported a strong sense of belonging, positive relationships among students and staff, and confidence in the school's ability to support student success. Stakeholder perceptions regarding a positive and supportive school environment are supported by discipline trend data. Walnut Grove Elementary reduced office discipline referrals from 173 referrals during the 2021-2022 school year to 73 referrals during the 2025-2026 school year, representing a reduction of approximately 58 percent over five years. This sustained decline suggests students, staff, and families perceive the school as a safe, orderly, and supportive learning environment. Perception data also reflected strong support for STEM education and hands-on learning opportunities. Survey feedback from students, parents, and staff indicated high levels of engagement in STEM activities and confidence in the school's STEM initiative. Academic outcomes support these perceptions. Grade 5 Science proficiency increased from 31.30 percent proficient and distinguished in 2022 to 54.33 percent proficient and distinguished in 2026, representing a gain of 23.03 percentage points. Weighted science proficiency increased by 22.48 points during the same period. These results suggest stakeholders recognize positive impacts of STEM programming on student learning and achievement. Survey responses also reflected confidence in instructional practices
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and academic growth efforts. MAP Reading growth data support these perceptions. During the 2025-2026 school year, students in Kindergarten demonstrated 17 RIT points of growth compared to a projected growth of 12.2 points. Grade 1 students grew 17 points compared to a projected 11.0 points, Grade 2 students grew 16 points compared to a projected 9.7 points, Grade 3 students grew 11 points compared to a projected 7.6 points, and Grade 4 students grew 12 points compared to a projected 5.0 points. These results indicate student growth exceeded national norms across most grade levels. While perception data revealed many strengths, stakeholders also identified several areas for continued improvement. Staff and leadership team feedback indicated a need to strengthen student achievement and growth in mathematics. School performance data show overall mathematics proficiency declined by 3.74 percentage points during the most recent reporting period, with Grade 5 mathematics proficiency decreasing by 7.62 percentage points. Weighted mathematics proficiency also declined by 1.23 points overall. These results suggest a need for continued focus on mathematics instruction, intervention, and student engagement.

Attendance perception data revealed stakeholders understand attendance as an important factor in student success but continue to identify attendance as an area for improvement. Attendance data show progress, with the percentage of students absent ten or more days decreasing from 54.86 percent in 2023-2024 to 42.89 percent in 2025-2026. Although improvement is evident, more than four out of every ten students still missed ten or more days of school during the 2025-2026 school year. Stakeholders identified a need to strengthen communication with families, increase student engagement, and implement additional attendance supports to further reduce chronic absenteeism.

Stakeholders also expressed a desire to increase student ownership of learning, strengthen critical thinking and problem-solving skills, and create additional opportunities for students to connect classroom learning to real-world applications and future careers. Academic data suggest a need to focus additional support on upper elementary literacy growth, particularly in Grade 5, where students demonstrated 4 RIT points of reading growth and achieved a school conditional growth percentile of 59, lower than other grade levels.

Overall, perception data indicate stakeholders believe Walnut Grove Elementary provides a safe, supportive, and academically focused learning environment. Improvements in student behavior, science achievement, STEM implementation, academic growth, and attendance provide evidence supporting these positive perceptions. At the same time, stakeholders recognize opportunities to strengthen mathematics achievement, improve upper-grade literacy growth, reduce chronic absenteeism, and increase student ownership of learning as the school continues its improvement efforts.

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	School Council input, Input from GA DOE parent, teacher, and student surveys, participation in special activities - Chorus, Archery, STEM Night, STEM challenges and contests, Career Fairs, PTO events, STEM parent, student, and staff surveys, PBIS incentives assemblies, STEM field trips, Student of the Month celebrations, Professional Learning focused on best-practices/instructional strategies
What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question “What did you do for whom?”)	Walnut Grove Elementary used a wide range of process data to identify priorities and craft the 2026–2027 school improvement focus: school council input and GA DOE parent, teacher, and student survey results; participation records from special activities (Chorus, Archery), STEM Night events, STEM challenges/contests, Career Fairs, PTO events, PBIS incentive assemblies, STEM field trips, Student of the Month celebrations, and participation in counseling/skills conferences and other special programs; PLC and professional learning attendance and artifacts focused on best practices and instructional strategies; and school-collected measures such as walkthroughs, lesson-plan audits, common-assessment results, formative data (iReady/MAP), attendance and discipline logs (office discipline referrals, classroom removals), and engagement data from student, parent, and staff STEM surveys — these data sources consistently showed declining math performance across multiple grade levels, improving science proficiency, concerns with weighted math proficiency, variability in grade-level growth, and patterns of behavior reducing instructional time.
What achievement data did you use?	Milestones Data and MAP data
What does your achievement data tell you?	Achievement data were collected and analyzed using Georgia Milestones End of Grade Assessment results and NWEA MAP Growth assessment data. These data sources provided information regarding student proficiency, achievement trends, and academic growth in English Language Arts, Mathematics, and Science. Together, the data provide a comprehensive picture of student performance and identify areas of strength as well as opportunities for continued improvement. Achievement data reveal several significant strengths. Science performance has demonstrated consistent growth over time. Grade 5 Science proficiency increased from 31.30 percent proficient and distinguished in 2022 to 54.33 percent proficient and distinguished in 2026, representing a gain of 23.03 percentage points. Weighted science proficiency increased by 22.48 points during the same period. Science proficiency also increased by 5.66 percentage points from 2025 to 2026, indicating continued positive momentum in STEM instruction and student achievement. MAP Growth data also indicate strong student growth across most grade levels. In reading, Kindergarten students demonstrated 17 RIT

	points of growth compared to a projected growth of 12.2 points. Grade 1 students grew 17 points compared to a projected 11.0 points, Grade 2 students grew 16 points compared to a projected 9.7 points, Grade 3 students grew 11 points compared to a projected 7.6 points, and Grade 4 students grew 12 points compared to a projected 5.0 points. Similar trends were observed in mathematics, where students in every grade level exceeded projected growth targets. These results indicate many students are making academic progress at rates exceeding national norms. Achievement data also reveal areas requiring continued attention. Mathematics remains the school's greatest academic challenge. Overall mathematics proficiency declined by 3.74 percentage points during the most recent reporting period. Grade 5 mathematics proficiency declined by 7.62 percentage points, while weighted mathematics proficiency decreased by 1.23 points overall. Grade 4 mathematics proficiency also declined by 18.54 percentage points across the multi-year trend analysis. These results indicate a need to strengthen mathematics instruction, increase opportunities for problem solving and mathematical reasoning, and provide targeted intervention for students performing below grade level expectations. English Language Arts achievement presents a mixed picture. While MAP Reading data indicate strong growth in most grade levels, Georgia Milestones results show overall ELA proficiency declined by 3.74 percentage points across the reporting period. Although Grade 3 ELA proficiency increased by 2.35 percentage points and Grade 5 ELA proficiency increased by 2.80 percentage points, achievement levels remain inconsistent across grade levels. Grade 5 reading growth was also lower than other grades, with students demonstrating 4 RIT points of growth and a school conditional growth percentile of 59. These results suggest a need to continue strengthening literacy instruction, particularly in upper elementary grades, while maintaining strong growth practices in primary grades. Overall, achievement data indicate Walnut Grove Elementary has experienced strong success in science achievement, STEM implementation, and student academic growth as measured by MAP assessments. At the same time, data identify mathematics achievement, consistent ELA proficiency growth, and upper elementary literacy performance as key areas for improvement. These findings support the school's focus on critical reading growth, mathematics growth, and STEM achievement within the School Improvement Plan.
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What demographic data did you use?	We used subgroup data, student demographic data from Infinite Campus, attendance data, and enrollment data.
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What does the demographic data tell you?

Collectively, the demographic, attendance, enrollment, and subgroup data suggest Walnut Grove should continue focusing on differentiated instruction, targeted academic support, student engagement, attendance improvement, and equitable learning opportunities. Ongoing analysis of these data sources will help school leaders identify emerging needs, allocate resources effectively, and ensure all students are positioned for success.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths - Walnut Grove has established a coherent instructional framework aligned with district standards, school improvement priorities, and Cognia STEM expectations. - MAP growth data indicates students are generally demonstrating growth above national norms in reading, suggesting instructional practices are supporting student learning. - STEM integration, project-based learning, and the Engineering Design Process provide students with opportunities to engage in authentic, rigorous learning experiences across content areas. - Teachers regularly utilize assessment data, collaborative planning structures, and intervention processes to monitor student progress and adjust instruction. - Academic performance trends, including growth in science proficiency from 31.3% to 54.3%, demonstrate the positive impact of focused instructional initiatives. Areas for Improvement - Achievement and growth data reveal variability among grade levels and student groups, indicating a need for continued focus on instructional consistency and differentiated support. - Mathematics performance trends suggest opportunities to strengthen instructional practices, intervention systems, and progress monitoring to improve student outcomes. - Student perception data indicates opportunities to increase student ownership of learning, particularly through greater opportunities for choice and self-directed learning experiences. - Continued refinement of data-driven decision making will support more targeted responses to student needs and help ensure equitable outcomes across all student groups.
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Strengths and Challenges Based on Trends and Patterns

Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths ● School leadership has established a clear vision focused on continuous improvement, student achievement, STEM innovation, and organizational effectiveness. ● Leadership teams use multiple data sources, including academic, attendance, behavior, and perception data, to guide decision making and school improvement efforts. ● Collaborative leadership structures, including teacher leadership opportunities and school improvement teams, support shared responsibility for student success. ● Strategic leadership initiatives have contributed to positive outcomes, including increased science proficiency, strong academic growth trends, Cognia STEM Certification, and sustained improvements in school culture. ● Partnerships with families, community organizations, and business leaders have expanded learning opportunities and strengthened support for students and staff. Areas for Improvement ● Continued development of teacher leadership capacity will help distribute leadership responsibilities and strengthen implementation of school improvement initiatives. ● Data analysis processes can be further refined to ensure consistent monitoring of subgroup performance and early identification of emerging needs. ● Leadership efforts should continue to focus on improving mathematics achievement and reducing performance variability among grade levels and student groups. ● Student perception data suggests opportunities to expand student voice, ownership, and leadership within the learning process. ● Ongoing professional learning and leadership development will support instructional consistency and sustain continuous improvement efforts across the school.
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Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths ● Walnut Grove staff demonstrates a strong commitment to professional growth, continuous improvement, and student success. ● Professional learning has supported implementation of STEM practices, project-based learning, data-informed instruction, and the Engineering Design Process, resulting in increased teacher confidence and instructional consistency. ● Teacher perception data indicates high levels of confidence in STEM instructional practices, with 95.8% of teachers reporting comfort using the Engineering Design Process. ● Collaborative planning structures, data discussions, and professional learning communities support ongoing reflection and instructional improvement. ● Staff members actively engage in leadership opportunities,
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Strengths and Challenges Based on Trends and Patterns

	professional development, and school improvement initiatives, contributing to a positive culture of learning for both students and adults. Areas for Improvement - Continued professional learning is needed to strengthen instructional practices in mathematics and address performance variability among grade levels and student groups. - Teachers would benefit from additional opportunities to deepen their use of data to identify learning gaps and provide targeted interventions. - Professional learning should continue to focus on increasing student ownership, engagement, and opportunities for self-directed learning. - Expanding teacher leadership opportunities will help build internal capacity and support long-term sustainability of school improvement initiatives.
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Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths - Walnut Grove has established strong partnerships with families and community stakeholders that support student learning and school improvement efforts. - Parent perception data indicates high levels of awareness and support for the school's STEM initiatives, with 90.5% of parents reporting familiarity with the STEM program and 71.4% reporting participation in a STEM-related event. - Community partnerships with local businesses, government agencies, higher education institutions, and nonprofit organizations provide students with authentic learning experiences and real-world connections. - Family engagement opportunities, including STEM Night, school events, volunteer activities, and regular communication efforts, foster meaningful relationships between home and school. - The school demonstrates a commitment to creating opportunities for families and community members to contribute to student success and school improvement initiatives. Areas for Improvement - Family engagement efforts should continue to focus on increasing participation among all demographic groups and ensuring opportunities are accessible to all families. - Additional strategies may be needed to gather feedback from families who are less engaged in school activities and decision-making processes. - Communication efforts can continue to evolve to ensure families receive timely, meaningful information about student learning and available supports. - Opportunities exist to expand partnerships that directly support academic achievement, career awareness, and student leadership development.
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Strengths and Challenges Based on Trends and Patterns

	Continued efforts to strengthen attendance awareness and family engagement around student achievement goals may further support student success.
Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths - Walnut Grove provides a safe, supportive, and student-centered learning environment that promotes academic, social, emotional, and behavioral growth. - Schoolwide systems and expectations have contributed to a positive school culture and a significant reduction in discipline referrals, creating an environment where students can focus on learning. - Students are provided opportunities to engage in collaborative, hands-on, and real-world learning experiences through STEM integration, project-based learning, and the Engineering Design Process. - Student growth in collaboration and problem-solving skills is evident through schoolwide STEM implementation. Collaboration rubric data increased from 43.6% proficient in September to 64.9% proficient in December, while Engineering Design Process proficiency increased from 36.0% to 58.4% during the same period. - Strong relationships among students, staff, families, and community partners contribute to a welcoming and inclusive learning environment. Areas for Improvement - Student perception data indicates opportunities to increase student ownership of learning and provide additional opportunities for student choice and self-directed learning experiences. - Attendance monitoring and intervention efforts should continue to ensure all students are consistently engaged in the learning process. - Continued focus on social-emotional learning, student leadership, and collaborative problem-solving will help prepare students for future success. - School leaders and teachers should continue to examine subgroup data to ensure all students experience a supportive and equitable learning environment.
Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths - Walnut Grove serves a growing and increasingly diverse student population, creating opportunities to strengthen instructional practices and student supports responsive to a wide range of learner needs. - Enrollment, attendance, and demographic data are regularly reviewed to guide staffing decisions, instructional planning, intervention services, and resource allocation. - School leaders strategically leverage district resources, grants, community partnerships, and local support to enhance learning

Strengths and Challenges Based on Trends and Patterns

	opportunities for students. ● Recent investments in STEM programming, instructional resources, professional learning, and student engagement initiatives have contributed to positive academic and organizational outcomes. ● Community partnerships and external funding sources have expanded opportunities for authentic learning experiences while supporting school improvement priorities. Areas for Improvement ● Ongoing analysis of demographic and subgroup trends remains essential to ensure equitable access to instructional opportunities and support services for all students. ● Enrollment fluctuations and changing student needs require continued attention to staffing, scheduling, intervention services, and resource distribution. ● Additional monitoring of attendance patterns and subgroup performance will support early identification of student needs and targeted intervention efforts. ● Continued pursuit of grants, partnerships, and external funding opportunities will help sustain innovative programs and expand learning opportunities for students. ● School leaders should continue examining demographic trends to anticipate future instructional, operational, and staffing needs.
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Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	Strengths ● Student achievement data reflects strong overall academic performance and continued growth across multiple content areas. ● Reading data indicates students are generally exceeding national growth expectations, with most grade levels demonstrating growth above national norms on MAP assessments. ● Science achievement has shown significant improvement over time, with Grade 5 proficiency increasing from 31.3% to 54.3%, reflecting the impact of focused instructional efforts and STEM integration. ● Schoolwide academic trends suggest instructional systems and intervention processes are supporting student learning and growth. Areas for Improvement ● Mathematics achievement data indicates a need for continued focus on instructional practices, intervention strategies, and progress monitoring to improve student outcomes. ● Achievement and growth results vary among grade levels and student groups, creating opportunities to strengthen instructional consistency and targeted support. ● Continued attention to subgroup performance will help ensure equitable outcomes and academic growth for all students. ● Student ownership of learning, goal setting, and self-monitoring practices should continue to be strengthened to support academic achievement.
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Strengths and Challenges Based on Trends and Patterns

	● Ongoing analysis of formative and summative assessment data will help identify learning needs and guide instructional decision making.
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

Strengths	Strengths ● Students with disabilities, economically disadvantaged students, and English learners have access to high-quality instruction, intervention services, accommodations, and support programs aligned with individual learning needs. ● Collaborative partnerships among classroom teachers, special education teachers, interventionists, support personnel, and school leaders promote student success across learning environments. ● Schoolwide systems for data review, progress monitoring, and intervention support help identify student needs and guide instructional decisions. ● Students participate in rigorous learning experiences through STEM integration, project-based learning, and use of the Engineering Design Process, creating multiple pathways for engagement and achievement. ● Academic growth data indicates many students are making progress toward grade-level expectations through targeted instructional supports and intervention services. ● Positive relationships among students, families, and staff contribute to a supportive environment where individual needs are recognized and addressed. ● Ongoing professional learning supports teacher capacity to differentiate instruction, implement accommodations, and meet the needs of diverse learners.
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Challenges	● Achievement and growth outcomes vary among student groups, indicating a need for continued focus on equitable academic outcomes for students with disabilities, economically disadvantaged students, and English learners. ● Mathematics achievement remains an area requiring additional attention for some student populations through targeted interventions, differentiated instruction, and ongoing progress monitoring. ● Continued refinement of intervention systems will support earlier
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3.

	identification of learning needs and more timely academic support. • Consistent implementation of accommodations, instructional supports, and evidence-based practices across grade levels remains important to ensuring success for all learners. • Attendance patterns among at-risk student populations require ongoing monitoring and support to maximize engagement and academic growth. • Teachers would benefit from continued professional learning focused on differentiation, data analysis, intervention practices, and strategies for meeting the needs of diverse learners. • Ongoing collaboration among teachers, support staff, families, and school leaders will remain essential for addressing individual student needs and promoting academic success.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 and 3.2 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.2.

Overarching Need # 1

Overarching Need	Strengthen Academic Achievement and Growth in Literacy and Mathematics
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Student achievement data indicates strong overall performance; however, opportunities exist to increase academic growth and proficiency in literacy and mathematics across grade levels. Continued focus on high-quality instruction, targeted interventions, progress monitoring, and data-informed decision making will support improved student outcomes.
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Overarching Need # 2

Overarching Need	Strengthen Student Behavior, Engagement, and Social-Emotional Development
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	Behavior and climate data reflect a positive learning environment; however, continued focus on positive behavior supports, student engagement, self-regulation, and social-emotional development will help ensure all students are prepared for academic success. Ongoing efforts to strengthen student ownership, responsibility, and positive school culture will support both academic and behavioral outcomes.
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Overarching Need # 3

Overarching Need	Increase Student Attendance and Ownership of Learning
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	Attendance and perception data indicate opportunities to improve student attendance, engagement, and ownership of learning. Expanding opportunities for student voice, choice, goal setting, and self-directed learning will help increase engagement and support continued academic growth.
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Overarching Need # 4

Overarching Need	Expand and Sustain High-Quality STEM and Authentic Learning Experiences
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	4

Additional Considerations	STEM initiatives have contributed to increased student engagement, improved science achievement, and growth in collaboration and problem-solving skills. Continued implementation of STEM practices, project-based learning, authentic problem solving, and career-connected experiences will prepare students for future success while supporting the school's vision for innovation and continuous improvement.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.3. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need. Use the letter codes below to identify which programs relate to each root cause (ex: "ABCF").;A. IDEA - Special Education;B. School and District Effectiveness;C. Title I, Part A - Improving the Academic Achievement of the Disadvantaged;D. Title I, Part A - Foster Care Program;E. Title I, Part A - Parent Engagement Program;F. Title I, Part C - Education of Migratory Children;G. Title I, Part D - Programs for Neglected or Delinquent Children;H. Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other;I. School Leaders;J. Title III - Language Instruction for English Learners and Immigrant Students;K. Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Overarching Need - Strengthen Academic Achievement and Growth in Literacy and Mathematics

Root Cause # 1

Root Causes to be Addressed	Analysis of academic achievement and growth data indicates variability among grade levels, content areas, and student groups. While students demonstrate strong overall performance, opportunities exist to improve instructional consistency, strengthen intervention practices, increase student ownership of learning, and utilize assessment data more effectively to guide instructional decisions. As a result, not all students consistently experience the level of growth and achievement desired in literacy and mathematics.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Strengthen Student Behavior, Engagement, and Social-Emotional Development

Root Cause # 1

Root Causes to be Addressed	Analysis of behavior, attendance, and perception data indicates a positive school climate and strong behavioral supports. However, student perception data reveals opportunities to increase student ownership of learning, engagement, and decision-making. Continued emphasis on proactive behavior supports, social-emotional learning, self-regulation skills, and student leadership opportunities will help strengthen student engagement and maintain a positive learning environment for all students.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Increase Student Attendance and Ownership of Learning

Root Cause # 1

Root Causes to be Addressed	Analysis of attendance and student perception data indicates opportunities to strengthen student engagement and ownership of learning. While students participate in a variety of meaningful learning experiences, perception data suggests opportunities exist to increase student voice, choice, goal setting, and self-directed learning. Increased student ownership and engagement are likely to support stronger attendance, motivation, and academic success.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	
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Overarching Need - Expand and Sustain High-Quality STEM and Authentic Learning Experiences

Root Cause # 1

Root Causes to be Addressed	Analysis of STEM implementation, student perception data, and academic performance trends indicates significant progress in STEM integration and authentic learning experiences. However, opportunities exist to increase consistency in implementation across grade levels, expand opportunities for student choice and real-world problem solving, and deepen application of the Engineering Design Process. Increased access to authentic STEM experiences will strengthen student engagement, collaboration, critical thinking, creativity, and academic achievement.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Additional Responses	
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School Improvement Plan 2026 - 2027



Walton County
Walnut Grove Elementary School

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Walton County
School Name	Walnut Grove Elementary School
Team Lead	Dr. Kenneth Cline
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
☒	Free/Reduced meal application
☒	Community Eligibility Program (CEP) - Direct Certification ONLY
☐	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Strengthen Academic Achievement and Growth in Literacy and Mathematics
Root Cause # 1	Analysis of academic achievement and growth data indicates variability among grade levels, content areas, and student groups. While students demonstrate strong overall performance, opportunities exist to improve instructional consistency, strengthen intervention practices, increase student ownership of learning, and utilize assessment data more effectively to guide instructional decisions. As a result, not all students consistently experience the level of growth and achievement desired in literacy and mathematics.
Goal	By May 2027, students in the All Students group, will meet and/or exceed the 3% Achievement Target set for WGES in ELA and Math, on the Georgia Milestones assessment.

Action Step # 1

Action Step	Teachers will participate in targeted, district led professional learning in Math.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plan checks, classroom observations, PL Agendas and Sign Ins
Method for Monitoring Effectiveness	MAP data and GA Milestones scores will be reviewed regularly, as available
Position/Role Responsible	School Administration and County Professional Learning Coaches
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	The Three C's will be implemented across all grade levels, K-5, with fidelity, to improve Tier I instruction.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, observations
Method for Monitoring Effectiveness	Classroom Observations, lesson plan monitoring, MAP and GA Milestones Scores
Position/Role Responsible	School Administration, County Professional Learning Coaches
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step	Quality spiral review will take place daily in ELA and Math.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, observations
Method for Monitoring Effectiveness	Classroom Observations, lesson plan monitoring, MAP and GA Milestones Scores
Position/Role Responsible	School Administration, District Observers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Strengthen Student Behavior, Engagement, and Social-Emotional Development
Root Cause # 1	Analysis of behavior, attendance, and perception data indicates a positive school climate and strong behavioral supports. However, student perception data reveals opportunities to increase student ownership of learning, engagement, and decision-making. Continued emphasis on proactive behavior supports, social-emotional learning, self-regulation skills, and student leadership opportunities will help strengthen student engagement and maintain a positive learning environment for all students.
Goal	By May 2027, the percentage of K-5 state reportable discipline referrals will decrease by 5% (73 state reportable office referrals for 2025-26).

Action Step # 1

Action Step	The PBIS Team will review discipline data monthly to identify areas in which staff members need a refresher. We will also select a school-wide focus for staff members each month.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly PBIS Team Agendas and Sign Ins, Monthly communication to staff members about PBIS reminders and refreshers.
Method for Monitoring Effectiveness	Review of number of state reportable office referrals at the end of each quarter.
Position/Role Responsible	School Administrators and District Instructional Coach
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Provide SEL instruction using Everyday Speech to students on as as needed basis, based on individual student's needs.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Reports maintained of students served through Everyday Speech.
Method for Monitoring Effectiveness	Everyday Speech reports and usage monitored monthly.
Position/Role Responsible	School Counselor
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	Increase Student Attendance and Ownership of Learning
Root Cause # 1	Analysis of attendance and student perception data indicates opportunities to strengthen student engagement and ownership of learning. While students participate in a variety of meaningful learning experiences, perception data suggests opportunities exist to increase student voice, choice, goal setting, and self-directed learning. Increased student ownership and engagement are likely to support stronger attendance, motivation, and academic success.
Goal	By May 2027, the percentage of students missing 10 or more days will decrease by 5%, currently 42.89% for the 25-26 school year.

Action Step # 1

Action Step	Provide attendance incentives and letters of encouragement to students who are displaying good attendance and to students who need encouragement to improve attendance.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Effective Leadership Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Monthly reports of perfect attendance and monthly reports of students who have 5 or more absences
Method for Monitoring Effectiveness	Student attendance will be printed and examined monthly to look for patterns for celebration and/or concern
Position/Role Responsible	School Administration and Attendance Committee Members
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	School Attendance Committee will meet at least two times per month to discuss attendance concerns.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Supportive Learning Environment
Method for Monitoring Implementation	Meeting Minutes, Sample of Attendance Letters sent home
Method for Monitoring Effectiveness	Students with 10 or more absences will be tracked in December and in May.
Position/Role Responsible	School Administration, Attendance Committee, School Social Worker
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.4 Overarching Need # 4

Overarching Need

Overarching Need as identified in CNA Section 3.2	Expand and Sustain High-Quality STEM and Authentic Learning Experiences
Root Cause # 1	Analysis of STEM implementation, student perception data, and academic performance trends indicates significant progress in STEM integration and authentic learning experiences. However, opportunities exist to increase consistency in implementation across grade levels, expand opportunities for student choice and real-world problem solving, and deepen application of the Engineering Design Process. Increased access to authentic STEM experiences will strengthen student engagement, collaboration, critical thinking, creativity, and academic achievement.
Goal	By May 2027, the percentage of students demonstrating proficiency on the Walnut Grove Engineering Design Process (EDP) rubric will increase from 58.4% to 63.4%, as measured through schoolwide STEM performance task rubric assessments.

Action Step # 1

Action Step	Implement STEM grade level units, K-5, with fidelity.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Lesson Plans, Classroom Observations
Method for Monitoring Effectiveness	Review of WGES STEM Learner Survey at the end of the 26-27 school year.
Position/Role Responsible	School Administration, Teachers, STEM Teacher/Coordinator
Timeline for Implementation	Monthly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Observe WGES STEM EDP in the Fall, Winter, and Spring, using the EDP Rubric.
Funding Sources	N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Completion of WGES STEM EDP Observations, EDP Observation Rubrics
Method for Monitoring Effectiveness	Examine results of the WGES STEM EDP observations in Fall, Winter, and Spring
Position/Role Responsible	School Administration, Teachers, STEM Teacher/Coordinator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	The School Improvement Plan was developed through collaboration with key stakeholders - parent survey, staff surveys, PBIS Team Meetings, Leadership Team, consultation with school level and district level administration.
2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	N/A
3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	N/A
4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	N/A

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	The school has two Bright from the Start Pre-Kindergarten (Pre-K) classes housed in the school building and a class for preschool-age students with disabilities. Pre-K classrooms are on the same hall as Kindergarten classrooms. This enables the Pre-K students to become familiar with the Kindergarten teachers and classrooms, and the Kindergarten teachers to become familiar with the Pre-K students. The Kindergarten teachers share information with the Pre-K teachers concerning skills and activities to which the Pre-K students should be exposed. The Pre-K students are allowed to visit the Kindergarten classrooms at the end of the school year. Community daycare centers may bring their students, who will be attending Kindergarten at the school, to visit the school during the summer.
6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A
7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	The school has implemented PBIS and continues to work towards full implementation of the PBIS program. Staff members have received professional learning on the PBIS Program, PBIS Rewards, and positive behavior interventions. PBIS Teams meet periodically to review student discipline data.
8. Use the space below to provide additional narrative regarding the school's improvement plan.	The WGES SIP was developed during a one-year period, with input opportunities provided to stakeholders (staff, parents, community members). The Schoolwide Plan will be revised annually. When developing the Schoolwide Plan, WGES provided opportunities for coordination with stakeholders, other organizations, businesses, and community partners to provide additional supports and resources to families include PTO and their Partners in Education, 21st Century

ADDITIONAL RESPONSES

	Community Learning Center (CCLC), Pre-K classes, community resources and state agencies such as DFCS. The WGES Schoolwide Plan will be evaluated on an annual basis to determine if actions listed in the plan have impacted student achievement. Georgia Milestones Math and ELA results, along with MAP data will be analyzed by school administrators to determine the impact the plan had on student achievement. The WGES SIP will be revised based on a collaborative stakeholder review of achievement data and newly collected needs assessment data, on an annual basis. WGES coordinates with other organizations, businesses, and community partners to provide additional supports and resources to families include PTO and their Partners in Education, 21st Century Community Learning Center (CCLC), Pre-K classes and preschool programs whose students will attend the school as kindergarten students (private and non-public pre-schools), community resources including the Boy Scouts, 4H, Sheriff's Department for CHAMPS, Walton County Fire Services for fire safety, the Parks and Recreation Department, the community library, local agencies (Walton EMC, Dollar General, Meta, The Lions Club, Walmart, etc.) which provide grants and resources, and state agencies such as DFCS.
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